


Developing a Districtwide Program

LRP 2019





Developing a Districtwide Program

A Model for Serving Students with ASD and Intellectual Disabilities

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Free Appropriate Public Education

- ★ Educational needs must be addressed based on individual student learning characteristics
- ★ Meaningful opportunities for students should be provided to meet challenging learning objectives (U.S. Supreme Court Case Decision *Endrew F. v. Douglas County School District Re-1*)
- ★ How will a child's progress toward meeting annual goals be measured and reported to ensure the standard is met for each student?

Implementation Matters

Assessment • Standard-based Instruction • Evidence-Based Practices IEPs • Annual Goals • Post-Secondary Outcomes

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Case Study: Urban School District

Challenges

- ★ Teachers had limited knowledge of evidence-based practices for students with ASD and other developmental disabilities
- ★ Teachers were unable to effectively communicate to parents student specific needs and interventions to address those needs
- ★ Curriculum previously purchased was not implemented with fidelity
- ★ Although centralized district programs were in place, no specific curriculum met all students' unique communication and social needs
- ★ Parents requested ABA and evidence-based practices, however, no systematic approach was currently in place to address these concerns within the district.

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Case Study: Urban School District

Changes

- ★ District level coaches were identified and trained
- ★ Focus of professional development was on fidelity of instruction using best practices
- ★ Instructional content included social and communication skills Students have made gains in self-management, engagement and attention
- ★ Once students made growth in social and communication areas, students were able to learn academic skills in general education settings
- ★ Consultants and district coaches worked together to develop consistent programs across the district

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Case Study: Urban School District

Benefits

- ★ When used with fidelity, teachers are using an ABA program within the district
- ★ Centralized programs are able to meet the needs of FAPE for students with limited communication skills
- ★ Communication with parents regarding student progress and needs have improved
- ★ Evidence-based practices are used with fidelity
- ★ Ongoing coaching and training provides monitoring of practices within the district

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Building Sustainable Systems of Support for Schools

Consistency

- ★ Utilizing curriculum and professional development network to ensure consistent programming from one classroom to the next and across all grade bands
- ★ Assessment guides instruction and follows students from one program to the next

Evidence-Based Instruction


- ★ Instructional lesson plans validated and grounded in the evidence-based practices to ensure that programming is appropriate and that teachers are empowered to manage the student's program.

Environment

- ★ Create successful implementation of evidence-based practices in all environments (self-contained, inclusive, etc).
- ★ Ensure that students are able to access the resources that are currently available to them.

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Building Sustainable Systems of Support for Schools



What

- Focus on positive outcomes for:
 - Students, Staff and Parents

Why

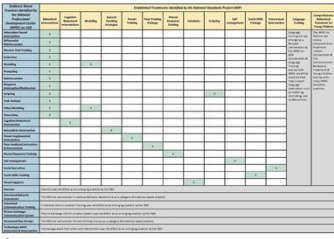
- Research guides us:
 - Effective practices for students
 - Effective staff development

How

- Empower school districts:
 - Implementation and training sites throughout the state/district
 - Practical solutions for teachers
 - District level coaches for sustainability

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Research Guides Practice

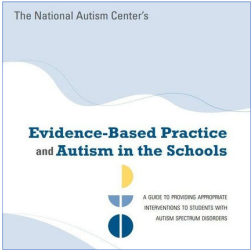


NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON ASD AND NATIONAL STANDARDS REPORT

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Use Evidence-Based Practices

- Principles of ABA
- Task Analysis
- Discrete Trial Training
- Reinforcement Systems
- Peer Mediated Instruction
- Schedules
- Visual Supports
- Aug Communication
- Self-Management
- Modeling/Imitation
- Pivotal Response Training



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Research on Professional Development



Content Focus



Active Learning




Coaching


- To achieve fidelity of implementation of behaviorally based curricula, it requires a system-wide response at the local level via in-service training that provides for on-going support (National Autism Center, 2009).
- Research has documented that when teachers are engaged in active learning (observation, practice and collaboration with professionals) they are more likely to improve their practice (Lieberman, 1996; Louks-Horsley, Hewson, Love, & Stiles, 1998).
- The best staff training includes demonstration, coaching and follow-up training. Bolton & Mayer (2008)

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Capacity Building Components



Teacher Tools Including Curricula and Classroom Visual Supports



Professional Development




Building Capacity through Training Sites and District Level Coaches

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Teachers Need Tools


- Comprehensive Curricula for students with ASD
- Visual Supports
- Progress Monitoring
- IEP Goals
- Training for General Educators
- Self-Assessment on Quality Program Indicators



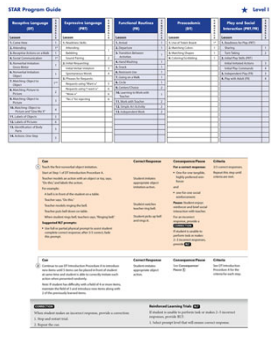
- Fidelity of Implementation Checklists
- Lesson Plans
- Technology
- Guides to the Common Core
- Transition Planning Across Grade Levels
- Post-secondary

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STAR Program Preschool-Elementary



- Curriculum-based Assessment
- Lesson Plans
- Data Collection Tools

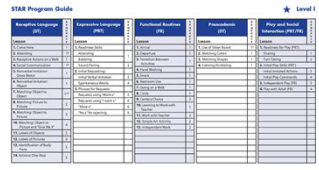


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STAR Level I Students Learn to...

- Use basic language concepts
- Make verbal requests
- Accomplish simple routines independently
- Engage in beginning play/social skills
- Use pre-academic skills

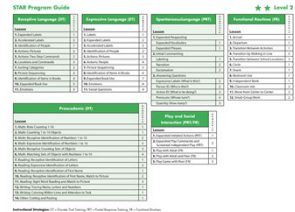


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STAR Level II Students learn to . . .

- Expand language concepts to include many new nouns, people, actions, two-step commands, book use, and emotions
- Use spontaneous language throughout the day
- Become independent in typical daily school routines
- Use basic math, reading, and writing academic skills
- Play with others at school

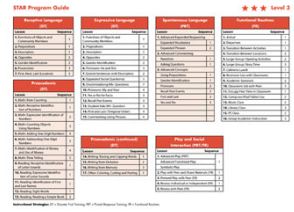


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STAR Level III Students learn to . . .


- Understand complex language concepts including prepositions, pronouns, adjectives, commenting, conversational exchanges, and recalling past events
- Academic skills including reading a simple book, writing from memory, time telling, money use and adding/subtracting one-digit numbers
- Generalize skills in general education settings



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Example of Comprehensive Evidence-Based Program: Preschool/Elementary Students



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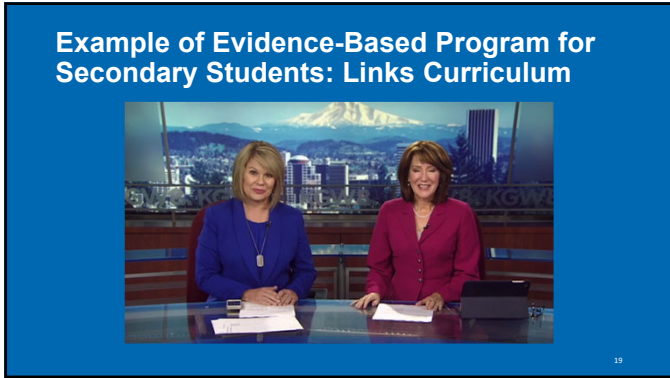
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The Links Curriculum Secondary

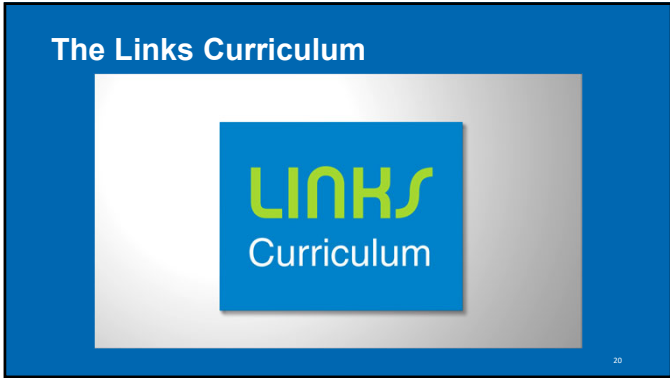


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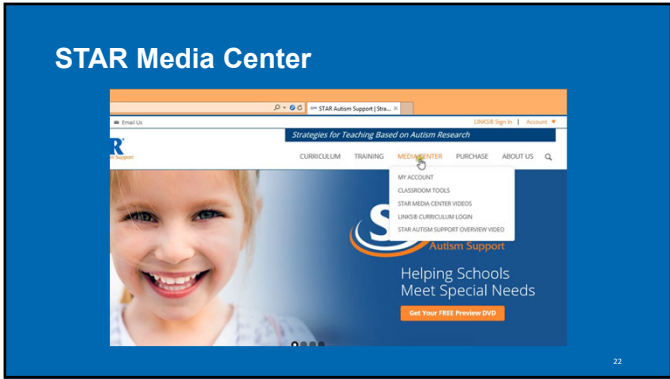
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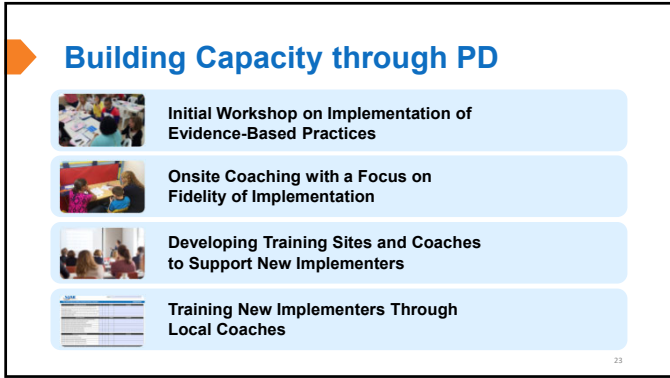
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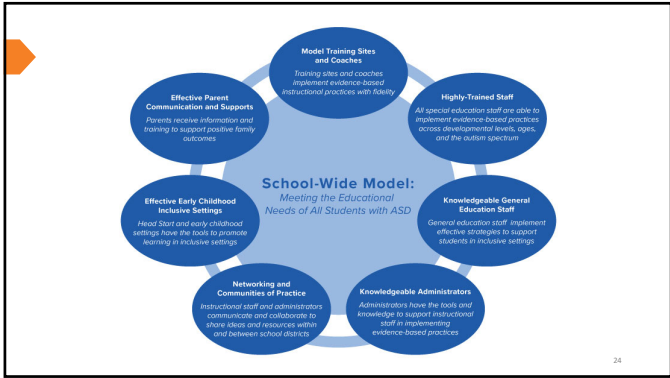
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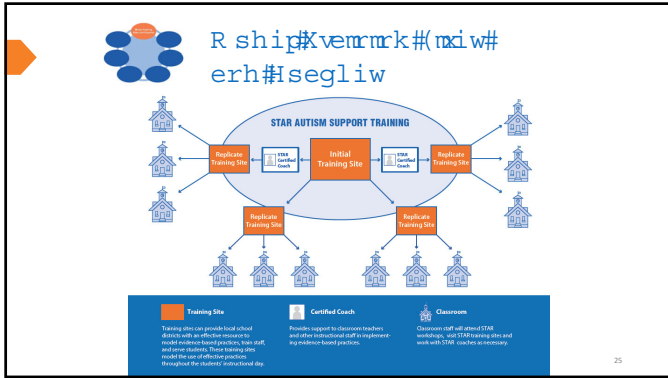
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Statewide Networks

Example Projects

- ★ Minnesota Evidence Based Practices Project
- ★ Oregon Regional Program Autism Training Sites
- ★ Victoria Department of Education ABA Pilot Project (Australia)
- ★ Orient Speech Therapy (China)
- ★ Puerto Rico Autism Project
- ★ Arizona Statewide Autism Project
- ★ Utah Statewide Autism Project
- + Many More...

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Districtwide Networks

Example Districts

- ★ Durham District School Board (Canada)
- ★ Philadelphia Secondary Autism Project
- ★ Texas Capacity Project: Richardson, Frisco, Plano, Wylie, Sherman
- ★ Toronto District School Board (Canada)
- ★ Brookville Center (NY)
- ★ Fresno USD
- + Many More....

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Highly Trained Staff

- ★ Workshops
- ★ Training in assessment and program development
- ★ Classroom consultation
- ★ Individual Student Supports and Planning

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Knowledgeable General Education Staff

Course Series 1: A Comprehensive Guide for Autism Spectrum Disorders

COURSE PROGRESS

- Module 1: Introduction to Autism Spectrum Disorders
- Module 2: Understanding Behavioral Challenges and Interventions for Students with ASD
- Module 3: Social and Academic Challenges for Students with ASD
- Module 4: Creating a Supportive Classroom Environment
- Module 5: Supporting the Classroom Environment
- Module 6: Transition Planning for the Secondary Classroom

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Knowledgeable Administrators

Administrator Checklist

	Date:	Date:	Date:
	Observed	Observed	Observed
1 Student Engaged Learning			
a. Classroom schedule posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adult schedules posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instructors are actively teaching throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Instructors consistently focus on students completing tasks independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Classroom Environment and Supports			
a. Visually organized classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Individual student schedules posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Visual supports readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Discrete Trial Training Implemented with Fidelity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Networking and Communities of Practice



Welcome to the Texas Collaborative Autism Project!

The Texas Collaborative Autism Project is a network of professionals in the education field of diverse backgrounds working together to support learning outcomes for students with autism and other developmental delays. This network provides a platform for sharing best practices, resources, and information. We are committed to providing ongoing support and training to our members.

Fall Newsletter

TEXAS COLLABORATIVE AUTISM PROJECT

STARTING YOUR PRECQART



Getting Started

PRIZES!

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Effective Early Childhood Inclusive Settings

Supporting Children with Autism and Other Developmental Delays in Childcare and Preschool Settings

Presented by Texas Collaborative Autism Project
Hosted by Plano ISD

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Effective Parent Communication and Supports




- 51 **Session 1:** First Step: Identifying Strategies that Work
- 52 **Session 2:** Why Does My Kid Do That? Answering the Whys with Behavioral
- 53 **Session 3:** Teaching and Reinforcing Receptive Language Skills
- 54 **Session 4:** Teaching Kids Appropriate Communication and Language Skills
- 55 **Session 5:** Same Stuff, Different Day: Teaching Skills Through Functional Routines
- 56 **Session 6:** Visualize It: Using Supports Effectively
- 57 **Session 7:** Challenging Behavior: Taming the Tantrum
- 58 **Session 8:** Map it Out: Writing Effective Behavior Support Plans
- 59 **Session 9:** The Fun Part: Fostering Play and Social Skills
- 60 **Session 10:** Overcoming Mealtime Challenges
- 61 **Session 11:** The Small Stuff: Mastering Fine Motor Skills
- 62 **Session 12:** Bathroom Break: Tools for Toilet Training

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Effective Parent Communication and Supports



Links Routine: Example IEP Goal and Objective


Identify an example IEP Goal & Short-term Objectives for Links™ Routine Template for Developing Annual IEP Goal & Objectives. Use the template to create a goal and objective for a student's IEP. The goal and objective should be measurable and aligned with the student's needs.

Links Going to School Routine (1) Example IEP Goal & Short-term Objectives

Annual Goal:
The student will perform an example of the going to school routine, which includes all the necessary steps, independently, with 80% accuracy, and without adult help, on 12 school days per month (90% independent accuracy).

Short-term Objectives:

- By 10/15/19, when given 2 modeling cues and 1 one-step direction, the student will complete the routine steps and achieve 100% independence for 3 consecutive weeks.
- By 11/15/19, when given 2 modeling cues, 1 one-step direction, and 8 multiple-step directions, the student will complete the routine steps and achieve a total of 80% independence for 3 consecutive weeks.
- By 12/15/19, when given one-step directions, 3 multiple-step directions, and 1 natural cue, the student will complete the routine steps and achieve a total of 80% independence for 3 consecutive weeks.
- By 1/15/20, when given 2 natural cues, the student will complete the routine steps and obtain a score of 80% independence for 3 consecutive weeks.





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Additional Resources

View your handout for detailed information on our State, Districtwide and International projects.

Learn more about IDEA compliance and the STAR Program with our IDEA Tipsheet

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Positive Student Outcomes Through Comprehensive Districtwide Solutions



Learn more:
www.starautismsupport.com
www.linkscurriculum.com

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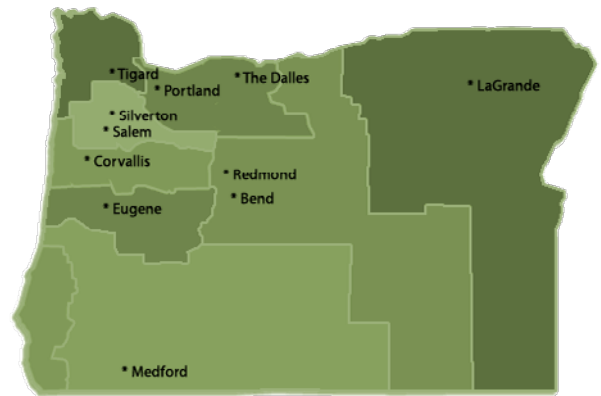
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Oregon Program Autism Training Sites and Support (OrPATS)

The Oregon Program Autism Training Sites and Support (OrPATS) project brings evidence-based practices to Oregon schools throughout the state. Over forty training sites have been established in Oregon public schools, in each region of the state, and across all grade levels. Training sites model evidence-based practices identified by the National Autism Center and the National Professional Development Center. Each training site has an autism consultant providing coaching to visiting instructional staff. In addition to training sites, the OrPATS project has developed supports for both special and general education professionals and paraprofessionals.

Project Collaborators

- » Oregon Department of Education
- » Local Oregon School Districts
- » Oregon Early Childhood Special Education Programs
- » Oregon Regional Autism Programs
- » Northwest Regional ESD
- » STAR Autism Support, Inc.



OrPATS Highlights

- **Workshops, training, and coaching** for educational staff serving students with autism spectrum disorders and other developmental delays in each region of the state.
- **Evidence-based practices** and effective curricula appropriate for each grade level.
- **Training site visits** and classroom consultation for workshop attendees.
- **Extensive training** and materials to support autism teams throughout the state.
- **Collaboration with the Oregon Autism Commission** to develop and implement an online version of the ASD Program Self-Assessment and Action Plan.
- **Web-based resources** for general educators to promote inclusive practices for students with ASD.
- **Assessment of student progress** through OrPATS evaluations: collected information includes standardized and curriculum-based assessments and surveys.

Training and Activities

Training

- Effective professional development activities
- Content focus, active learning, and coaching through workshops and on-site coaching

Virtual Learning

- Follow-up webinars available to all workshop attendees
- Online course modules

Access Training

- To request information on workshops and trainings, contact the Regional Director, Regional Autism Consultant, or OrPATS Consultant in your region.
- For information on contacts in your region access our interactive training sites map at www.orpats.org.
- Substitute Release Funds Available
- The Oregon Department of Education has made a small amount of funds available to reimburse participating agencies for staff substitute pay. These funds are dedicated to provide release time for staff involved in OrPATS training (Workshops and/or visits to OrPATS training sites).



Arizona Statewide Autism Project (AzSAP)

The Arizona Statewide Autism Project (AzSAP) is an innovative project that began in 2012. The project focuses on the educational needs of students with significant learning challenges, including autism spectrum disorder (ASD). Now serving preschool, elementary, and secondary levels, the AzSAP focuses on supporting students in both self-contained and inclusive settings while developing training sites and coaches to increase state and local capacity.

Project Collaborators

- » Arizona Department of Education Early Childhood Education Unit
- » Arizona Department of Education Exceptional Student Services
- » Local Arizona School Districts
- » STAR Autism Support, Inc.



AzSAP Highlights

- **Workshops, training, and coaching** for preschool, elementary and secondary staff serving students with autism spectrum disorders and other developmental delays.
- **Evidence-based practices** and effective curricula appropriate for each grade level.
- **Capacity building** to develop coaches and training sites to ensure sustainability of practices.
- **Professional development** workshops and in-class coaching to address the needs of children in early childhood settings.
- **57 districts** have participated in the project since 2012.
- **Approximately 250 educators** attend workshops or in-class coaching opportunities each year.
- **Over 20 districts** have become training sites that coach others within their district for sustainability of project goals.
- **687 students** have been impacted by the project since autumn 2015.
- **Web-based resources** for general educators to promote inclusive practices for students with ASD.
- **Curriculum tools** available for project classrooms to ensure implementation fidelity, data-based decision-making, and measurement of student outcomes.

Activities

Professional Development Workshops

- Comprehensive workshops conducted at the beginning of each year
- Administrator training opportunities
- Training in each region of the state for staff in early childhood settings

In-Class Consultation

- Series of consultation activities to ensure a high level of fidelity of implementation
- Concurrent coach training during in-class consultation visits

Virtual Learning

- Follow-up webinars available to all workshop attendees
- Online course modules
- Lesson implementation video streaming

Curriculum Tools

- Comprehensive curricula for preschool, elementary, and secondary students
- Access to online resources, including a library of visual supports, theme-based instructional units, and an electronic scheduling system

Training Site and Coach Development

- Specific coach training opportunities
- Web-based resources and networking opportunities

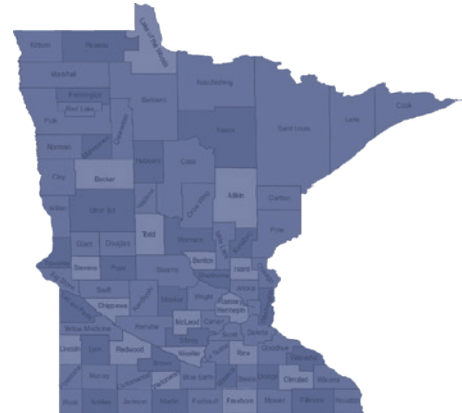


Minnesota Evidence Based-Practices Implementation Project

The Minnesota Evidence-Based Practices Implementation Project is an innovative program that began in 2016. The project focuses on the educational needs of students with significant learning challenges, including autism spectrum disorder (ASD). Now serving elementary, middle, and high school levels, the project focuses on building sustainability of practices through the establishment of training sites and district level coaches.

Project Collaborators

- » Minnesota Department of Education
- » Metropolitan Educational Cooperative Service Unit
- » Local school districts
- » STAR Autism Support, Inc.



Minnesota Highlights

- **Workshops, training, and coaching** for preschool, elementary and secondary staff serving students with autism spectrum disorders and other developmental delays.
- **Evidence-based practices** and effective curricula appropriate for each grade level.
- **Capacity building** to develop coaches and training sites to ensure sustainability of practices.
- **26 classrooms** have participated in the project since 2016.
- **Approximately 60 educators** attend workshops or in-class coaching opportunities each year.
- **83 students** have been impacted by the project since it began.
- **Web-based resources** for general educators to promote inclusive practices for students with ASD.
- **Curriculum tools** available for project classrooms to ensure implementation fidelity, data-based decision-making, and measurement of student outcomes.

Activities

Professional Development Workshops

- Comprehensive workshops conducted at the beginning of each year
- Administrator training opportunities
- Training in each region of the state for staff in early childhood settings

In-Class Consultation

- Series of consultation activities to ensure a high level of fidelity of implementation
- Concurrent coach training during in-class consultation visits

Virtual Learning

- Follow-up webinars available to all workshop attendees
- Online course modules
- Lesson implementation video streaming

Curriculum Tools

- Comprehensive curricula for preschool, elementary, and secondary students
- Access to online resources, including a library of visual supports, theme-based instructional units, and an electronic scheduling system

Training Site and Coach Development

- Specific coach training opportunities
- Web-based resources and networking opportunities

CHINA *Orient Speech Therapy (OST)*

Orient Speech Therapy (OST) and STAR Autism Support have partnered to develop education centers for children with autism, providing a localized curriculum using evidence-based practices. OST-STAR Centers provide exceptional services for students with autism, including consistent daily services, trained staff implementing evidence-based practices, and extensive assessment and progress monitoring systems. The program includes multiple opportunities for students to promote generalization of newly-acquired skills within functional daily routines.

Project Collaborators

- » Orient Speech Therapy
- » STAR Autism Support, Inc.



Program Highlights

- **Comprehensive evaluation services**
- **9 cities** with established OST-STAR centers
- **7 new centers** will open in 2018
- **Collaboration** of Beijing hospitals and OST-STAR centers
- **350 students** currently enrolled
- **Individualized supports** for students with physical and behavioral needs
- **Parent training** and communication components
- **One-on-one** and small group instruction
- **Approximately 40 new skills** generalized among students each month
- **Essential skill instruction** for success in school and post-academic settings

OST-STAR LOCATIONS

- **Beijing**
- **Nanjing**
- **Shanghai**
- **Guangzhou**
- **Shenzhen**
- **Hangzhou**
- **Wuhan**
- **Chongqing**
- **Dongguan**

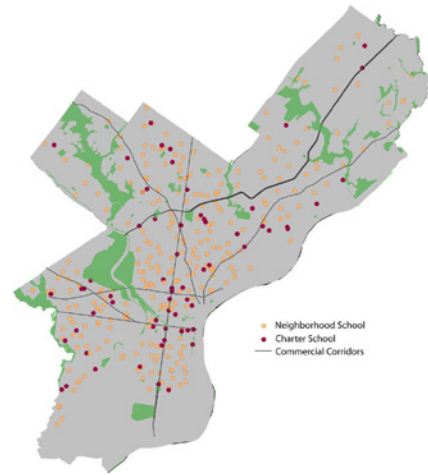


Philadelphia Secondary Autism Project (PSAP)

The Philadelphia Secondary Autism Project (PSAP) brings evidence-based practices to classrooms throughout the district. The program focuses on improving instruction to meet the educational needs of students with significant learning challenges, including autism spectrum disorder (ASD). Now serving the secondary level, the PSAP provides professional development workshops and in-class coaching to ensure fidelity of instructional practices.

Project Collaborators

- » Philadelphia School District
- » STAR Autism Support, Inc.



PSAP Highlights

- **Introductory and advanced workshops for district-wide secondary staff serving students with autism spectrum disorder and other developmental delays.**
- **Evidence-based practices and effective curricula appropriate for each grade level.**
- **General education workshops and supports for teachers serving students with autism in inclusion settings.**
- **Classroom consultation support promotes the implementation of effective instructional methods.**
- **273 secondary classrooms have participated in the project since it began.**
- **324 students have been impacted by the project.**
- **Curriculum tools available for project classrooms to ensure implementation fidelity, data-based decision-making, and measurement of student outcomes.**

Activities

Professional Development Workshops

- Comprehensive workshops conducted at the beginning of each year
- Administrator training opportunities

In-Class Consultation

- Series of consultation activities to ensure a high level of fidelity of implementation
- Training on classroom routines and individual lesson plans to ensure student progress.

Virtual Learning

- Follow-up webinars available to all workshop attendees
- Online course modules for general education instructors
- Lesson implementation video streaming

Curriculum Tools

- Comprehensive curricula for preschool, elementary, and secondary students
- Access to online resources, including a library of visual supports, theme-based instructional units, and an electronic scheduling system
- Lesson implementation video streaming



THE SCHOOL DISTRICT OF
PHILADELPHIA



PUERTO RICO AUTISM PROJECT

The Puerto Rico Autism Project began in 2014, with a focus on the educational needs of students with significant learning challenges, including autism spectrum disorder (ASD). Focusing on implementing evidence-based practices, the Puerto Rico Autism Project now serves classrooms across grade levels in all municipalities. District coaches are trained to provide in-class coaching and promote fidelity of implementation of instructional practices.

Project Collaborators

- » Puerto Rico Department of Education
- » STAR Autism Support, Inc.



Highlights

- **Workshops, training, and coaching** for preschool, elementary and secondary staff serving students with autism spectrum disorders and other developmental delays.
- **Bilingual professional development** training and instructional supports.
- **109 classrooms** participated in the project during the 2016 school year.
- **Two Puerto Rico Department of Education staff** have become trained as coaches and support classrooms through in-class coaching and networking.
- **Collaboration** with the University of Puerto Rico Special Education Department has assisted with island-wide adoption of evidence-based practices.
- **213 students** were impacted by the project during the 2016 school year.
- **Curriculum tools** are provided to project classrooms to ensure implementation fidelity, data-based decision-making, and measurement of student outcomes.

Activities

Professional Development Workshops

- Comprehensive workshops conducted in all regions of the island each year
- Administrator training opportunities
- Training in each region of the state for staff in early childhood settings

In-Class Consultation

- In-class coaching for teachers, paraprofessionals, and related service staff
- Concurrent coach training during in-class consultation visits

Curriculum Tools

- Comprehensive curricula for preschool, elementary, and secondary students
- Access to online resources, including a library of visual supports, theme-based instructional units, and an electronic scheduling system

District Level Coaches

- Specific coach training opportunities
- Web-based resources and networking opportunities

